

STUDENT OBJECTIVES

- Identify and analyze imagery

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 222
- **Teaching Model**, “Something Told the Wild Geese,” p. 224
- **Practice Worksheets**, Levels A and B, pp. 225–226
- **Reteaching Worksheet**, p. 227

You will also need:

- Transparency: **Graphic Organizer**, Senses, Images, Ideas

Teach

1. **Imagery:** Explain to students that writers of all kinds rely on imagery. For example, a newspaper reporter provides sensory details that cause readers to form images that, in turn, help them experience an important event as if they were spectators.
2. **Teaching Imagery:** Pass out the **Lesson Summary**, and guide students through the **Academic Vocabulary**. Explain that the terms *sensory details* and *imagery* are often used interchangeably. Ask students to find the sensory details in the following example from a news story:

EXAMPLE Over two tons of mud caused 15 houses to collapse. The rumbling woke people up at 5 A.M.

- Ask: What senses are stimulated? (*touch/motion, and hearing*) What words or phrases evoked the feeling in each sense? (*touch/motion: two tons of mud; hearing: the rumbling*)
 - Explain that these phrases help readers see, feel, and hear a landslide.
 - Lead a discussion of why on-the-scene news reporters might want to give readers a “you-were-there” experience. Point out that writers of other genres—drama, creative nonfiction, fiction, and poetry similarly
3. **Guided Practice:** Pass out copies of the **Teaching Model**: “Something Told the Wild Geese.” Then display the **Transparency, Graphic Organizer**: Senses, Images, Ideas. Walk students through the following three steps:
 - On the chart, place a check in the box before each sense that is stimulated by the words in the poem.
 - Identify the words or phrases that evoke a feeling for each sense that is checked.
 - Ask students to go a step further by discussing what meaning—or overall impression the images communicate. Is there a statement that sums up the message of the poem?

Sample Answers: Graphic Organizer

- **Seeing** —(1) “*fields lay golden*”; (2) “*Leaves were green*”; (3) “*Berries, luster-glossed*”

IMAGERY, CONTINUED

- **Hearing**—(1) “Something whispered”; (2) “something cautioned”; (3) “winter in their cry”
- **Touching/Moving**—(1) “Leaves were . . . stirring”; (2) “warm feathers”; (3) “sagging orchards”; (4) “steamed”; (5) “wild breast stiffened / At remembered ice.” (6) “Summer sun was on their wings”
- **Smelling**—(1) “with amber spice”
- **Meaning**—While the landscape is still summery, something summons the geese to their winter home.

QUICK CHECK. Ask students to identify the images they detect in another news story or newscast and to explain the meaning of the report. (*Accept any answer that notes sensory details and summarizes the meaning of a news event.*)

Practice and Apply

Practice activities for imagery appear on pp. 225–226.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Sample Answers: Practice Worksheet A

1. Seeing: “It is always shaded,” “Sunlight only slants through the slats / in long strips of light,” “the moss that grows here”
2. Touching/moving: “It is always. . . damp.”
3. Smelling: “the smell of the damp / is moist green”
4. Meaning: The speaker’s place under the porch is different from other places in the house. It has its own light, air, and smell—but best of all it is hidden.

Sample Answers: Practice Worksheet B

1. Seeing: “the occasional leaf that fell within our vision,” “leaf. . . to blend in brownly,” “most leaves were already gone from the trees,” “Our breath was steam.”
2. Hearing: “Grass. . . crunched under our feet,” “brittle stillness,” “stamped my feet hard against the ground now and then as my father did,” “quieter than summer . . . no animal sounds . . . no bird-waking noises”, “the occasional leaf that fell. . . did so in silence”
3. Touching/moving: “Grass, frozen. . . crunched under our feet,” “air was sharp and supremely clear,” “brittle stillness,” “smooth wood of the crow call . . . moving my fingers against it for warmth,” “stamped my feet hard against the ground now and then as my father did,” “to scamper. . . like a puppy, kicking the dead leaves . . .” “the occasional leaf. . . spiraling slowly down”
4. The father and the daughter are spending time together out in the country where they are very much alone.
5. The narrator still wants to act like a child (“scamper . . . like a puppy”) but also wants to appear grown up (“stamped my feet. . . as my father did”).

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly identify one sensory detail for at least two of the senses and should understand that the speaker's place under the porch is different from other places.
- **Practice Worksheet B:** Students should correctly identify three senses that the details appeal to and should list at least one detail for each of those senses. They should answer correctly at least one of the two questions about the poem's meaning.

For students who need reteaching, review the **Student Lesson Summary**. Focus on the example, and relate it to the definitions in **Academic Vocabulary**. Then have students complete the **Reteaching Worksheet**, p. 227.

Answer Key: Reteaching Worksheet

1. *hearing*
2. *seeing*
3. *seeing/moving*
4. *The descriptions indicate an earthquake is taking place.*